



## Crosswalk of Essential Standards and Current Standard Course of Study

### 6-8: Health

This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

**Important Note: The current SCOS will continue to be operational in the 2010-11 and 2011-12 school years** as resource materials are developed to support the new Essential Standards, professional development is conducted and assessments are designed to align to the new Essential Standards. We expect the new Essential Standards to be taught and assessed in schools for the first time in the 2012-13 school year. That said, we are providing Essential Standards resources now and over the next two-years so that schools and teachers can get a head start on internalizing and planning to teach the new standards.

Note on Numbering: **MEH**-Mental and Emotional Health, **PCH**-Personal and Consumer Health, **ICR**-Interpersonal Communications and Relationships, **NPA**-Nutrition and Physical Activity, **ATOD**-Alcohol, Tobacco, and Other Drugs

### Grade Six

#### MENTAL AND EMOTIONAL HEALTH

	Essential Standard	Clarifying Objectives		Current NCSCOS	Comments
6.MEH.1	<b>Apply structured thinking (decision making and goal setting) to benefit emotional well-being.</b>	6.MEH.1.1	Implement a structured decision-making model to enhance health behaviors.	1.01 Use a structured thinking process to make decisions and solve problems.	
		6.MEH.1.2	Execute a goal-setting plan to enhance health behaviors.	1.01 Use a structured thinking process to make decisions and solve problems.	

	Essential Standard	Clarifying Objectives		Current NCSCOS	Comments
6.MEH.2	<b>Analyze the potential outcome of positive stress management techniques.</b>	6.MEH.2.1	Organize common responses to stressors based on the degree to which they are positive or negative and their likely health outcomes.	1.02 Identify various types of stressors and analyze the causes and effects of stress.	
		6.MEH.2.2	Differentiate between positive and negative stress management strategies.	1.03 Compare and contrast positive and negative methods of dealing with stress.	
6.MEH.3	<b>Analyze the relationship between healthy expression of emotions, mental health, and healthy behavior.</b>	6.MEH.3.1	Interpret failure in terms of its potential for learning and growth.	1.04 Recognize that failure is a part of learning and growing and demonstrate the ability to cope with failure appropriately.	
		6.MEH.3.2	Analyze the relationship between health-enhancing behaviors (communication, goal-setting and decision making) and the ability to cope with failure.	1.04 Recognize that failure is a part of learning and growing and demonstrate the ability to cope with failure appropriately.	

## PERSONAL AND CONSUMER HEALTH

	Essential Standard	Clarifying Objectives		Current NCSCOS	Comments
6.PCH.1	<b>Understand wellness, disease prevention, and recognition of symptoms.</b>	6.PCH.1.1	Explain the increase of incidence of disease and mortality over the last decades.		New clarifying objective
		6.PCH.1.2	Differentiate between communicable and chronic diseases.	2.01 Differentiate between communicable and chronic diseases.	
		6.PCH.1.3	Recall symptoms associated with common communicable and chronic diseases.	2.02 Identify the modes of transmission and methods for reducing the transmission of common communicable diseases.	
		6.PCH.1.4	Select methods of prevention based on the modes of transmission of communicable diseases.	2.02 Identify the modes of transmission and methods for reducing the transmission of common communicable diseases.	
		6.PCH.1.5	Explain methods of protecting eyes and vision.	2.03 Advocate for appropriate measures to protect vision and hearing.	
		6.PCH.1.6	Summarize protective measures for ears and hearing.	2.03 Advocate for appropriate measures to protect vision and hearing.	
		6.PCH.1.7	Summarize the triggers and symptoms for asthma and	2.05 Identify and describe the symptoms associated with asthma	

			strategies for controlling asthma.	2.06 Summarize methods by which asthma can be controlled.	
6.PCH.2	Analyze health information and products.	6.PCH.2.1	Analyze claims for health products and services.	2.09 Evaluate claims made for health products and services for accuracy and credibility.	
		6.PCH.2.2	Evaluate the validity of claims made in advertisements for health products and services.	2.09 Evaluate claims made for health products and services for accuracy and credibility.	
6.PCH.3	<b>Analyze measures necessary to protect the environment.</b>	6.PCH.3.1	Differentiate between individual behaviors that can harm or help the environment.	2.11 Predict how individual behaviors can harm or help the health of the environment.	
		6.PCH.3.2	Implement plans to work collaboratively to improve the environment.		New clarifying objective

2.04 Not addressed

2.07 Addressed in ICR curriculum strand

2.08 Addressed in ICR

2.10 Not addressed

## INTERPERSONAL COMMUNICATION AND RELATIONSHIPS

	Essential Standard	Clarifying Objectives		Current NCSCOS	Comments
6.ICR.1	<b>Understand healthy and</b>	6.ICR.1.1	Classify behaviors as either productive or	3.01 Identify and classify behaviors as either conducive or	

	<b>effective interpersonal communication and relationships.</b>		counterproductive to group functioning.	counterproductive to group functioning.	
		6.ICR.1.2	Implement verbal and non-verbal communication skills that are effective for a variety of purposes and audiences.	3.02 Demonstrate effective verbal and nonverbal communication skills.	
		6.ICR.1.3	Use strategies to communicate care, consideration, and respect for others.	3.03 Demonstrate ways to communicate care, consideration, and respect of self and others.	
6.ICR.2	<b>Apply strategies and skills for developing and maintaining healthy relationships.</b>	6.ICR.2.1	Explain the impact of early sexual activity on physical, mental, emotional, and social health.	3.04 Identify transitions and challenges of social relationships during puberty and adolescence.	
		6.ICR.2.2	Summarize the responsibilities of parenthood.	2.08 Investigate and analyze the responsibilities of parenthood through observation with parents/caregivers or trusted adults.	
		6.ICR.2.3	Use effective refusal skills to avoid negative peer pressure, sexual behaviors, and sexual harassment.	3.07 Demonstrate effective refusal and negotiation skills.	
		6.ICR.2.4	Use resources in the family, school, and community to report sexual harassment and bullying.		New clarifying objective.
		6.ICR.2.5	Summarize strategies for predicting and avoiding conflict.	3.05 Predict situations that could lead to violence and demonstrate skills and strategies to avoid violence. 3.06 Evaluate the importance of understanding the perspectives of others in resolving conflicts.	

		6.ICR.2.6	Design nonviolent solutions to conflicts based on an understanding of the perspectives of those involved.	3.05 Predict situations that could lead to violence and demonstrate skills and strategies to avoid violence. 3.06 Evaluate the importance of understanding the perspectives of others in resolving conflicts.	
		6.ICR.2.7	Explain the signs of an abusive relationship and access resources for help.	3.09 Identify signs of abusive relationships and demonstrate the ability to access resources for help.	
6.ICR.3	<b>Understand the changes that occur during puberty and adolescence.</b>	6.ICR.3.1	Identify the challenges associated with the transitions in social relationships that take place during puberty and adolescence.	3.08 Differentiate between positive and negative effects of peer pressure.	
		6.ICR.3.2	Summarize the relationship between conception and the menstrual cycle.	2.07 Summarize the relationship between conception and the menstrual cycle.	

## NUTRITION AND PHYSICAL ACTIVITY

	<b>Essential Standard</b>	<b>Clarifying Objectives</b>		<b>Current NCSCOS</b>	<b>Comments</b>
6.NPA.1	<b>Analyze tools such as Dietary Guidelines and Food Facts Label</b>	6.NPA.1.1	Attribute the prevention of nutrition-related diseases to following the Dietary Guidelines for Americans.	4.05 Summarize the Dietary Guidelines for Americans and explain the implications on eating behavior.	

	<b>as they relate to the planning of healthy nutrition and fitness.</b>	6.NPA.1.2	Evaluate Food Facts label with the advertisement of nutrition choices and allowable claims on food labels.	4.01 Define common terms on food labels and terms used in advertising food. 4.02 Evaluate health claims on food labels for accuracy and validity.	
		6.NPA.1.3	Apply MyPlate meal-planning guides to ethnic and vegetarian choices.	4.04 Compare and contrast different food options, including ethnic and vegetarian choices using My Pyramid.	
6.NPA.2	<b>Create strategies to consume a variety of nutrient-dense foods and beverages and to consume less nutrient-dense foods in moderation.</b>	6.NPA.2.1	Compare weight management strategies for healthy eating patterns, including attention to portion and serving sizes.		New clarifying objective
		6.NPA.2.2	Differentiate the health effects of beverages which are nutrient dense with those high in sugar and calories.	4.07 Differentiate between nutritious and non-nutritious beverages.	
		6.NPA.2.3	Implement a plan to consume adequate amounts of foods high in fiber.	4.08 Identify foods high in fiber, including whole grains, fruits, and vegetables.	
6.NPA.3	<b>Apply lifelong nutrition and health-related fitness concepts to enhance quality of life.</b>	6.NPA.3.1	Explain the relationships between food consumption, physical activity, and healthy weight management.	4.09 Analyze the relationships between food consumption, physical activity levels, and body weight.	
		6.NPA.3.2	Implement a personal wellness plan in nutrition and fitness to enhance quality of life.	4.09 Analyze the relationships between food consumption, physical activity levels, and body weight. 4.10 Identify physical activities that contribute to maintaining or improving the components of health related fitness (strength,	

				endurance, flexibility).	
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4.03 Not addressed

4.06 Not addressed

## ALCOHOL, TOBACCO AND OTHER DRUGS

	Essential Standard	Clarifying Objectives		Current NCSCOS	Comments
6.ATOD.1	<b>Analyze influences that the use alcohol, tobacco, and other drugs.</b>	6.ATOD.1.1	Analyze the marketing and advertising by alcohol and tobacco companies in terms of the strategies they use to influence youth experimentation with their products.	5.01 Evaluate advertising for tobacco and alcohol and predict reasons for possible influences on behavior.	
		6.ATOD.1.2	Illustrate the effects of alcohol and other drugs on behavior, judgment, family relationships, and long-term success.	5.02 Identify short term and long-term benefits of resistance to substance abuse.	
6.ATOD.2	<b>Understand the health risks associated with alcohol, tobacco, and other drug</b>	6.ATOD.2.1	Explain the immediate social and physical consequences of tobacco use, including spit tobacco.	5.03 Describe the immediate social and physical consequences of tobacco use, including spit tobacco, and other drug abuse.	
		6.ATOD.2.2	Summarize the short-term	5.04 Describe the short and long-	



	use.		and long-term effects of being exposed to secondhand smoke.	term effects of being exposed to others' tobacco use.	
6.ATOD.3	Apply risk reduction behaviors to protect self and others from alcohol, tobacco, and other drug use.	6.ATOD.3.1	Use effective assertive refusal skills to avoid pressure to use alcohol and other drugs.	5.05 Demonstrate effective assertive refusal skills in refusing alcohol and other drugs.	
		6.ATOD.3.2	Summarize the short-term and long-term benefits of resistance to drug abuse.	5.02 Identify short term and long-term benefits of resistance to substance abuse.	

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## Grade Seven

### MENTAL AND EMOTIONAL HEALTH

	Essential Standard	Clarifying Objectives		Current NCSCOS	Comments
7.MEH.1	<b>Analyze the relationship between healthy expression of emotions, mental health, and healthy</b>	7.MEH.1.1	Interpret the transition of adolescence, including emotions in flux.	1.03 Distinguish how and explain why emotions can change during adolescence.	
		7.MEH.1.2	Infer the potential outcome from impulsive behaviors.	1.04 Analyze impulsive behaviors and identify strategies	

	<b>behavior.</b>			for controlling them.	
		7.MEH.1.3	Organize resources (family, school, community) for mental and emotional health problems.	1.02 Summarize feelings and emotions associated with loss and grief and identify positive coping mechanisms and resources for help.	
7.MEH.2	<b>Evaluate positive stress management strategies</b>	7.MEH.2.1	Critique a variety of stress management techniques.	1.05 Demonstrate methods for minimizing exposure to stressors and managing stress.	
		7.MEH.2.2	Design a stress management plan that is appropriate for the situation and individual traits and skills.	1.05 Demonstrate methods for minimizing exposure to stressors and managing stress.	
7.MEH.3	<b>Apply help-seeking strategies for depression and mental disorders.</b>	7.MEH.3.1	Identify resources that would be appropriate for treating common mental disorders.		New clarifying objective
		7.MEH.3.2	Implement strategies to seek help from an adult for self-destructive thoughts or behaviors.	1.01 Recognize the signs and symptoms of people who are in danger of hurting themselves or others.	

## PERSONAL AND CONSUMER HEALTH

	Essential Standard	Clarifying Objectives		Current NCSCOS	Comments
7.PCH.1	<b>Understand wellness, disease prevention, and recognition of symptoms.</b>	7.PCH.1.1	Explain health and academic consequences of inadequate rest and sleep.	2.03 Predict the health consequences of inadequate rest and sleep.	
		7.PCH.1.2	Explain environmental, psychological, and social factors affecting excessive sun exposure.	2.08 Evaluate environmental, psychological, and social factors that might affect excessive sun exposure and describe how these factors contribute to the development of skin cancer.	
7.PCH.2	<b>Analyze the immune system in terms of the organs, their functions, and their interrelationships.</b>	7.PCH.2.1	Analyze the immune system in terms of the organs, their functions, and their interrelationships.		New clarifying objective
7.PCH.3	<b>Evaluate health information and products.</b>	7.PCH.3.1	Recognize health quackery as a false claim for a cure and the ploys quacks use to promote unproven products and services.	2.02 Define and provide examples of health and medical quackery and explain how to identify this information as quackery.	
		7.PCH.3.2	Critique misconceptions about health and the efficacy of health products and services.		New clarifying objective
7.PCH.4	<b>Analyze necessary steps to prevent and</b>	7.PCH.4.1	Deconstruct how the interaction of individual behaviors, the	2.04 Analyze how the interaction of individual behaviors, the	

	<b>respond to unintentional injury.</b>		environment, and other factors cause or prevent injuries.	environment, and other factors cause or prevent injuries.	
		7.PCH.4.2	Demonstrate techniques for basic first aid and procedures for treating injuries and emergencies.	2.05 Demonstrate techniques for basic first aid and procedures for treating injuries and emergencies.	
		7.PCH.4.3	Design plans that reduce the risk of fire-related injuries at home, in school, and in the community at large.	2.06 Identify measures to reduce risk of injuries in case of fire.	
		7.PCH.4.4	Create a plan to reduce the risk of water-related injuries.	2.07 Identify measures to reduce the risk of water related injuries	

2.01 Addressed at other grade levels

## INTERPERSONAL COMMUNICATION AND RELATIONSHIPS

	<b>Essential Standard</b>	<b>Clarifying Objectives</b>		<b>Current NCSCOS</b>	<b>Comments</b>
7.ICR.1	<b>Understand healthy and effective interpersonal communication and relationships.</b>	7.ICR.1.1	Contrast characteristics of healthy and unhealthy relationships.	3.05 Compare and contrast a healthy vs. unhealthy relationship.	
		7.ICR.1.2	Predict short-term and long-term consequences of violence to perpetrators, victims, and bystanders	3.02 Discern the role of bystanders in preventing and stopping bullying and violence.	
		7.ICR.1.3	Illustrate strategies that can be used to manage anger in healthy and non-hurtful ways	3.03 Identify a variety of non-violent ways to respond when angry or upset.	

		7.ICR.1.4	Use structured thinking to avoid becoming a perpetrator or victim in cyber-bullying.	3.01 Predict short- and long-term negative consequences of violence to perpetrators, victims, and bystanders.	
		7.ICR.1.5	Explain why tolerance is beneficial in a society characterized by diversity.	3.04 Define tolerance and advocate to others the importance of tolerance in a healthy society respectful of differences and diversity.	
		7.ICR.1.6	Illustrate the appropriate role of bystanders in preventing and stopping bullying and violence	3.01 Predict short- and long-term negative consequences of violence to perpetrators, victims, and bystanders.	
7.ICR.2	<b>Remember abstinence from sexual intercourse as a positive choice for young people.</b>	7.ICR.2.1	Explain the effects of culture, media, and family values on decisions related to becoming or remaining abstinent.	3.10 Demonstrate techniques and strategies for becoming or remaining abstinent by dealing with peer pressure. 3.11 Analyze the effects of culture, media, and family values (by discussing information with parents/caregivers or trusted adults) on decisions related to becoming or remaining abstinent.	
		7.ICR.2.2	Identify the positive benefits of delaying sexual intercourse.	3.06 Define abstinence as voluntarily refraining from intimate sexual contact that could result in unintended pregnancy or disease and analyze the benefits of abstinence from sexual activity until marriage. 3.07 Evaluate how a mutually faithful monogamous heterosexual	

				relationship in the context of marriage is the best lifelong means of avoiding sexually transmitted diseases, including HIV/AIDS. 3.09 Analyze the risks of premarital sexual activity.	
7.ICR.3	<b>Apply strategies that develop and maintain reproductive and sexual health.</b>	7.ICR.3.1	Recognize common STDs (including HIV and HPV), modes of transmission, symptoms, effects if untreated, and methods of prevention.		New clarifying objective; Healthy Youth Act, Section 5.a
		7.ICR.3.2	Summarize the safe and effective use of FDA-approved methods of preventing sexually transmitted diseases.	3.08 Analyze the effectiveness and failure rates of condoms as a means of preventing sexually transmitted diseases, including HIV/AIDS.	New clarifying objective; Healthy Youth Act, 5.a
		7.ICR.3.3	Recognize that sexual harassment may contribute to sexual abuse and sexual assault and the feelings that result from these behaviors.		New clarifying objective; Healthy Youth Act, 5.c
		7.ICR.3.4	Use strategies to be safe, reject inappropriate or unwanted sexual advances, and to report incidences to an adult when assistance is needed.		New clarifying objective; Healthy Youth Act, 5.c

## NUTRITION AND PHYSICAL ACTIVITY

	Essential Standard	Clarifying Objectives		Current NCSCOS	Comments
7.NPA.1	<b>Apply tools (MyPlate, Food Facts Label) to plan and employ healthy nutrition and fitness.</b>	7.NPA.1.1	Use the Dietary Guidelines for Americans to eat nutrient-dense foods in moderation.	4.01 Demonstrate the ability to successfully select healthy food choices and plan meals that emphasize the principles of the Dietary Guidelines for Americans.	
		7.NPA.1.2	Analyze Food Facts Labels for nutrients such as proteins, fats, and carbohydrates.	4.04 Compare and contrast the similarities and differences among protein, fats, and carbohydrates regarding nutritional value and food sources.	
7.NPA.2	<b>Create strategies to consume a variety of nutrient-dense foods and beverages and to consume less nutrient-dense foods in moderation.</b>	7.NPA.2.1	Compare weight management strategies for healthy eating patterns, including attention to portion and serving sizes.	4.02 Identify appropriate serving sizes for foods and beverages in each food group and explain how to plan for proper portions in a healthy eating plan. 4.06 Compare and contrast healthy and risky approaches to weight management.	
		7.NPA.2.2	Recall the health benefits of consuming more water.	4.03 Summarize the benefits of drinking sufficient amounts of water.	

7.NPA.3	<b>Analyze the relationship of nutrition, fitness, and healthy weight management to the prevention of diseases such as diabetes, obesity, cardiovascular diseases, and eating disorders.</b>	7.NPA.3.1	Interpret the relationship between poor nutrition and chronic illnesses such as diabetes, cardiovascular diseases, and obesity.		New clarifying objective
		7.NPA.3.2	Attribute a positive body image to healthy self-esteem and the avoidance of risky eating behaviors.	4.05 Differentiate between positive and negative body image, and describe the importance of a positive body image.	
7.NPA.4	<b>Apply lifelong nutrition and health-related fitness concepts to enhance quality of life.</b>	7.NPA.4.1	Design goals for increasing physical activity and strategies for achieving those goals.	4.07 Summarize the recommended amounts and types of physical activity for adolescents and adults.	
		7.NPA.4.2	Implement a personal fitness plan that balances caloric intake and expenditure.	4.08 Identify ways to increase daily physical activity and decrease inactivity.	

## ALCOHOL, TOBACCO AND OTHER DRUGS

	<b>Essential Standard</b>	<b>Clarifying Objectives</b>		<b>Current NCSCOS</b>	<b>Comments</b>
7.ATOD.1	<b>Understand the health risks associated with alcohol, tobacco,</b>	7.ATOD.1.1	Explain the common sequence of substance abuse that leads to serious health risks.	5.06 Delineate the sequence of substance abuse that can lead to serious health risks.	



	<b>and other drug use.</b>	7.ATOD.1.2	Explain health risks resulting from injection drug use.	5.01 Explain the variety of health risks associated with injection drug use.	
		7.ATOD.1.3	Predict consequences of abuse of over-the-counter medicines from information provided by the manufacturers of these medicines.	5.04 Differentiate proper use from abuse of over the counter medications and predict the consequences of abuse.	
		7.ATOD.1.4	Explain how drug dependence and addiction create barriers to achieving personal goals.	5.05 Summarize drug dependence and addiction and the dangers associated with each.	
7.ATOD.2	<b>Apply risk reduction behaviors to protect self and others from alcohol, tobacco, and other drug use.</b>	7.ATOD.2.1	Use communication strategies to avoid the consequences of tobacco, alcohol, and other drug use.		New clarifying objective
		7.ATOD.2.2	Design methods of avoiding the consequences of tobacco, including addiction, by seeking resources for prevention and cessation.	5.02 Assess the addictive nature of tobacco, and predict the consequences of prolonged usage, and resources for quitting. 5.03 Evaluate the social, economic, and cosmetic consequences of using alcohol, tobacco, or other drugs.	

Note on Numbering: **MEH**-Mental and Emotional Health, **PCH**-Personal and Consumer Health, **ICR**-Interpersonal Communications and Relationships, **NPA**-Nutrition and Physical Activity, **ATOD**-Alcohol, Tobacco, and Other Drugs

Grade Eight

**MENTAL AND EMOTIONAL HEALTH**

	<b>Essential Standard</b>	<b>Clarifying Objectives</b>		<b>Current NCSCOS</b>	<b>Comments</b>
8.MEH.1	<b>Create positive stress management strategies.</b>	8.MEH.1.1	Evaluate stress management strategies based on personal experience.		New clarifying objective
		8.MEH.1.2	Design a plan to prevent stressors or manage the effects of stress.		New clarifying objective
		8.MEH.1.3	Design effective methods to deal with anxiety.		New clarifying objective
8.MEH.2	<b>Evaluate how structured thinking (decision making, problem solving, and goal setting) benefits emotional well-being.</b>	8.MEH.2.1	Evaluate the uses of defense mechanisms in terms of whether they are healthy or unhealthy.	1.01 Analyze defense mechanisms and distinguish between the healthy and harmful utilization of each.	
		8.MEH.2.2	Critique personal use of structured thinking to enhance emotional well-being (based on appropriateness, effectiveness, and		New clarifying objective

	Essential Standard	Clarifying Objectives		Current NCSCOS	Comments
			consistency).		
8.MEH.3	<b>Apply help-seeking strategies for depression and mental disorders</b>	8.MEH.3.1	Recognize signs and symptoms of hurting self or others.	1.02 Identify the causes, signs, and effects of depression and resources for help. 1.03 Identify the warning signs of suicide and develop a plan for seeking help.	
		8.MEH.3.2	Implement a plan for seeking adult help for peers who express symptoms of self-injury or suicidal intent.	1.03 Identify the warning signs of suicide and develop a plan for seeking help.	

1.04 Not addressed

## PERSONAL AND CONSUMER HEALTH

	Essential Standard	Clarifying Objectives		Current NCSCOS	Comments
8.PCH.1	<b>Understand wellness, disease prevention, and recognition of symptoms.</b>	8.PCH.1.1	Classify the risk factors (based on risk behaviors) begun in childhood and adolescence associated with leading and premature causes of death.	2.01 Infer the behavioral and environmental factors associated with the leading actual causes of death in the United States.	
		8.PCH.1.2	Explain behavioral and environmental factors that contribute to major chronic diseases and the methods for reducing problems associated with common conditions (asthma, allergies, diabetes, and epilepsy).		New clarifying objective
		8.PCH.1.3	Interpret health appraisal data to assess personal risks for preventable disease.	2.06 Appraise personal health status.	
8.PCH.2	<b>Evaluate health information and products.</b>	8.PCH.2.1	Critique medical information resources in terms of reliability, unreliability, accuracy, and significance.	2.03 Evaluate the accuracy and significance of media reports on health and medical research.	
		8.PCH.2.2	Judge the effects of popular fads on health (tattooing, piercing, artificial fingernails).	2.04 Determine how certain fads affect health (e.g., body piercing, tattooing, and artificial	

				fingernails).	
8.PCH.3	<b>Analyze measures necessary to protect the environment.</b>	8.PCH.3.1	Outline the potential health consequences of global environmental problems.	2.07 Predict the potential personal health consequences of global environmental health problems.	
		8.PCH.3.2	Explain the impact of personal behaviors on the environment, both positively and negatively.	2.08 Evaluate how personal behaviors contribute to environmental improvement and destruction.	
8.PCH.4	<b>Analyze necessary steps to prevent and respond to unintentional injury.</b>	8.PCH.4.1	Execute the Heimlich maneuver on a mannequin.	2.02 Perform the Heimlich maneuver and demonstrate basic CPR techniques and procedures on a mannequin and pass a Red Cross or American Heart Association approved test of CPR skills.	
		8.PCH.4.2	Demonstrate basic CPR techniques and procedures on a mannequin and pass a Red Cross or American Heart Association approved test of CPR skills.	2.02 Perform the Heimlich maneuver and demonstrate basic CPR techniques and procedures on a mannequin and pass a Red Cross or American Heart Association approved test of CPR skills.	

2.05 Not addressed

## INTERPERSONAL COMMUNICATION AND RELATIONSHIPS

	Essential Standard	Clarifying Objectives		Current NCSCOS	Comments
8.ICR.1	<b>Understand healthy and effective interpersonal communication and relationships.</b>	8.ICR.1.1	Contrast characteristics of healthy and unhealthy relationships for friendships and for dating.	3.06 Identify signs of an unhealthy relationship and demonstrate the ability to access resources (family, schools, community) for help.	
		8.ICR.1.2	Identify the reasons that people engage in violent behaviors (bullying, hazing, dating violence, sexual assault, family violence, verbal abuse) and resources for seeking help.	3.01 Analyze factors contributing to violent behaviors (bullying, hazing, dating violence, sexual assault, family violence, verbal abuse) and identify resources for seeking help.	
		8.ICR.1.3	Explain the effects of tolerance and intolerance on individuals and society.	3.02 Predict how intolerance affects others and demonstrate strategies for promoting tolerance.	
		8.ICR.1.4	Illustrate communication skills that build and maintain healthy relationships.	3.03 Demonstrate communication skills to build and maintain healthy relationships.	
		8.ICR.1.5	Use decision-making strategies appropriate for responding to unknown people via the	3.04 Demonstrate strategies and skills in responding to approaches by unknown people	

			internet, telephone, and face-to-face.	(via internet, telephone, or face to face).	
		8.ICR.1.6	Recognize resources that can be used to deal with unhealthy relationships.	3.06 Identify signs of an unhealthy relationship and demonstrate the ability to access resources (family, schools, community) for help.	
8.ICR.2	<b>Remember that abstinence from sexual intercourse means a positive choice for young people.</b>	8.ICR.2.1	Recall abstinence as <i>voluntarily refraining from intimate sexual behavior that could lead to unintended pregnancy and disease.</i>	3.09 Evaluate how a mutually faithful monogamous heterosexual relationship in the context of marriage is the best lifelong means of avoiding sexually transmitted diseases, including HIV/AIDS.	Healthy Youth Act, section 4.d
		8.ICR.2.2	Recall skills and strategies for abstaining from sexual behavior.	3.07 Summarize how sexually transmitted diseases including HIV are transmitted and demonstrate skills and strategies for remaining or becoming abstinent from sexual activity to avoid sexually transmitted diseases and unintended pregnancy.	Healthy Youth Act, section 4.b and c
8.ICR.3	<b>Analyze strategies that develop and maintain reproductive and sexual health.</b>	8.ICR.3.1	Explain the health, legal, financial, and social consequences of adolescent and unintended pregnancy and the advantages of delaying parenthood.		Healthy Youth Act, section 4.c and f
		8.ICR.3.2	Evaluate methods of FDA-approved contraceptives in terms of their safety and their effectiveness in preventing unintended pregnancy.	3.08 Compare and contrast methods of contraception, their effectiveness and failure rates, and the risks associated with different methods of contraception as a means of preventing sexually transmitted diseases, including HIV/AIDS.	Healthy Youth Act, section 5.b

		8.ICR.3.3	Select family, school, and community resources for the prevention of sexual risk taking through abstinence and safer sex practices.		Healthy Youth Act, section 4.g and 5.a and b and
		8.ICR.3.4	Summarize ways to avoid being a victim or perpetrator of sexual abuse via digital media (including social network sites, texting, and cell phone).		Healthy Youth Act, section 5.c.1

3.05 Not addressed

## NUTRITION AND PHYSICAL ACTIVITY

	Essential Standard	Clarifying Objectives		Current NCSCOS	Comments
8.NPA.1	<b>Apply tools (Body Mass Index, Dietary Guidelines) to plan healthy nutrition and fitness.</b>	8.NPA.1.1	Interpret the Body Mass Index in terms of body composition and healthy weight, underweight, overweight and obesity	4.05 Differentiate between body composition and body weight, and compare and contrast the strengths and weaknesses of using a variety of methods for assessing body composition. 4.09 Demonstrate how to calculate a Body Mass Index and explain the purpose, limitations,	



				and possible uses of BMI scores.	
		8.NPA.1.2	Summarize the benefit of consuming adequate amounts of vitamins A, E, and C, magnesium, calcium, iron, fiber, folic acid, and water in a variety of foods.	4.03 Evaluate the benefit of consuming adequate amounts of Vitamins A, E, and C, magnesium, calcium, iron, fiber, folic acid, and water and a variety of foods that contain high amounts of each nutrient.	
		8.NPA.1.3	Implement meal plans that are consistent with the Dietary Guidelines.		New clarifying objective at this grade level.
8.NPA.2	<b>Create strategies to consume a variety of nutrient-dense foods and beverages and to consume less nutrient-dense foods in moderation.</b>	8.NPA.2.1	Plan healthy personal eating strategies with attention to caloric intake and expenditure	4.06 Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner.	
		8.NPA.2.2	Generate a healthful eating plan incorporating food choices inside and outside the home setting	4.04 Demonstrate the ability to develop a healthful personal eating plan that incorporates food choices inside and outside of the home setting.	
8.NPA.3	<b>Analyze the relationship of nutrition, fitness, and healthy weight management to the prevention of diseases such as diabetes, obesity, cardiovascular diseases, and eating</b>	2.NPA.3.1	Identify media and peer pressures that result in unhealthy weight control (eating disorders, fad dieting, excessive exercise, smoking).	4.07 Identify media and peer pressures for unhealthy weight control through eating disorders, fad dieting, excessive exercise, and smoking.	
		2.NPA.3.2	Differentiate the signs, symptoms, and consequences of common eating disorders from more healthy eating behaviors.	4.08 Recognize and describe signs, symptoms, and consequences of common eating disorders and identify resources for help.	

	<b>disorders.</b>	2.NPA.3.3	Use strategies to advocate for those who are at risk for eating disorders or poor nutrition.	4.08 Recognize and describe signs, symptoms, and consequences of common eating disorders and identify resources for help.	
8.NPA.4	<b>Analyze plans for lifelong nutrition and health-related fitness to enhance quality of life.</b>	8.NPA.4.1	Outline strategies that can be used to overcome barriers to healthy eating.	4.02 Analyze barriers to personal healthful eating patterns and describe strategies for overcoming these barriers.	
		8.NPA.4.2	Differentiate methods of food preparation in terms of their health and safety.	4.01 Identify food preparation techniques that add less fat and sugar to foods.	
		8.NPA.4.3	Summarize the benefits of regular physical activity.	4.10 Analyze and explain the benefits of physical activity (physical, social, and emotional).	

## ALCOHOL, TOBACCO AND OTHER DRUGS

	<b>Essential Standard</b>	<b>Clarifying Objectives</b>		<b>Current NCSCOS</b>	<b>Comments</b>
8.ATOD.1	<b>Analyze influences related to alcohol, tobacco, and other drug use and avoidance</b>	8.ATOD.1.1	Analyze policies and laws related to the sale and use of tobacco products in terms of their purposes and benefits.	5.03 Analyze the purpose and benefit of policies and laws related to the sale and use of tobacco products (federal, state, local, and school).	
		8.ATOD.1.2	Predict the potential effect of anti-tobacco messages on the	5.06 Analyze anti-cigarette and anti-spit tobacco advertisements.	

			use of tobacco by youth and adults.		
8.ATOD.2	<b>Understand the health risks associated with alcohol, tobacco, and other drug use.</b>	8.ATOD.2.1	Explain the impact of alcohol and other drug use on vehicle crashes, injuries, violence, and risky sexual behavior.	5.01 Determine the relationship between alcohol and other drug use and other health risks (including violent behaviors, unintentional injuries, sexual risk behaviors, and suicide).	
		8.ATOD.2.2	Evaluate the magnitude and likelihood of the risks associated with the use of performance-enhancing drugs.	5.02 Describe the health risks associated with using performance-enhancing drugs.	
8.ATOD.3	<b>Apply risk reduction behaviors to protect self and others from alcohol, tobacco, and other drug use.</b>	8.ATOD.3.1	Use strategies to avoid riding in a car with someone impaired by alcohol or drugs.	5.07 Describe the risks associated with alcohol and other drug use and driving.	
		8.ATOD.3.2	Identify positive alternatives to the use of alcohol and drugs.	5.04 Determine positive alternatives to using alcohol and other drugs.	
		8.ATOD.3.3	Use advocacy skills to promote the avoidance of alcohol, tobacco, and drugs by others.	5.05 Describe methods of encouraging others not to use illegal substances.	